



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Data and Strategy

Empowering Males of Color

Data Presentation – January 2015



A Word on the Data in this Presentation

- We know that both race and gender are correlated with educational outcomes.
- It is clear by looking at outcomes like test scores and graduation rates that **both race and gender taken together** are strongly correlated with educational outcomes.
- On the other hand, for attendance and suspensions, **race, not gender**, is more strongly correlated with outcomes.
- That said, it is clear from our data that in order to accelerate student achievement in DCPS, we need to provide targeted and differentiated supports for our young men of color.

We Have Set Incredibly Ambitious 5-Year Goals

By 2017...



Goal 1 - At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district.



Goal 2 - Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



Goal 3 - At least 75% of entering 9th graders will graduate from high school in 4 years.

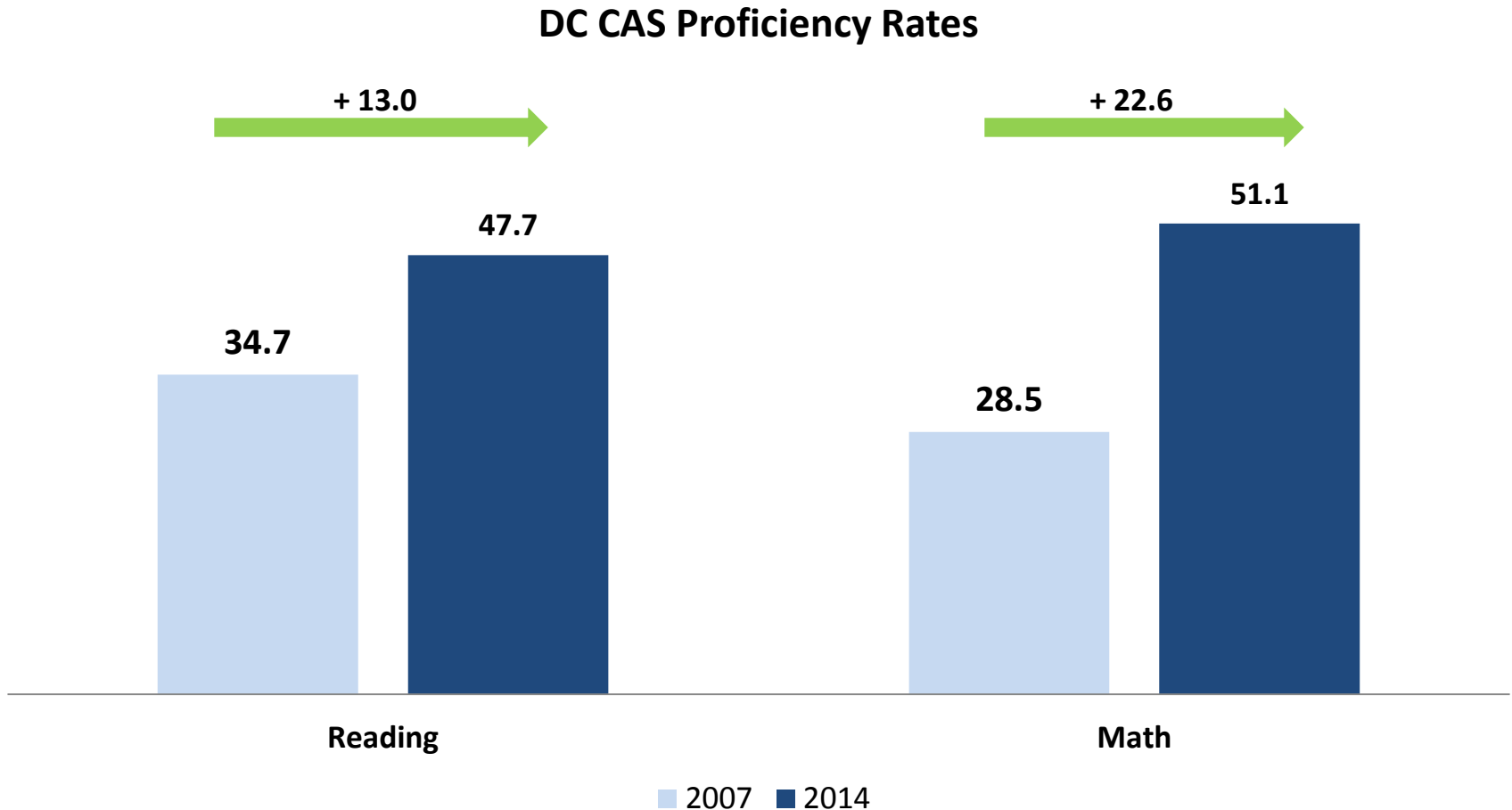


Goal 4 - At least 90% of students will say they like their school.

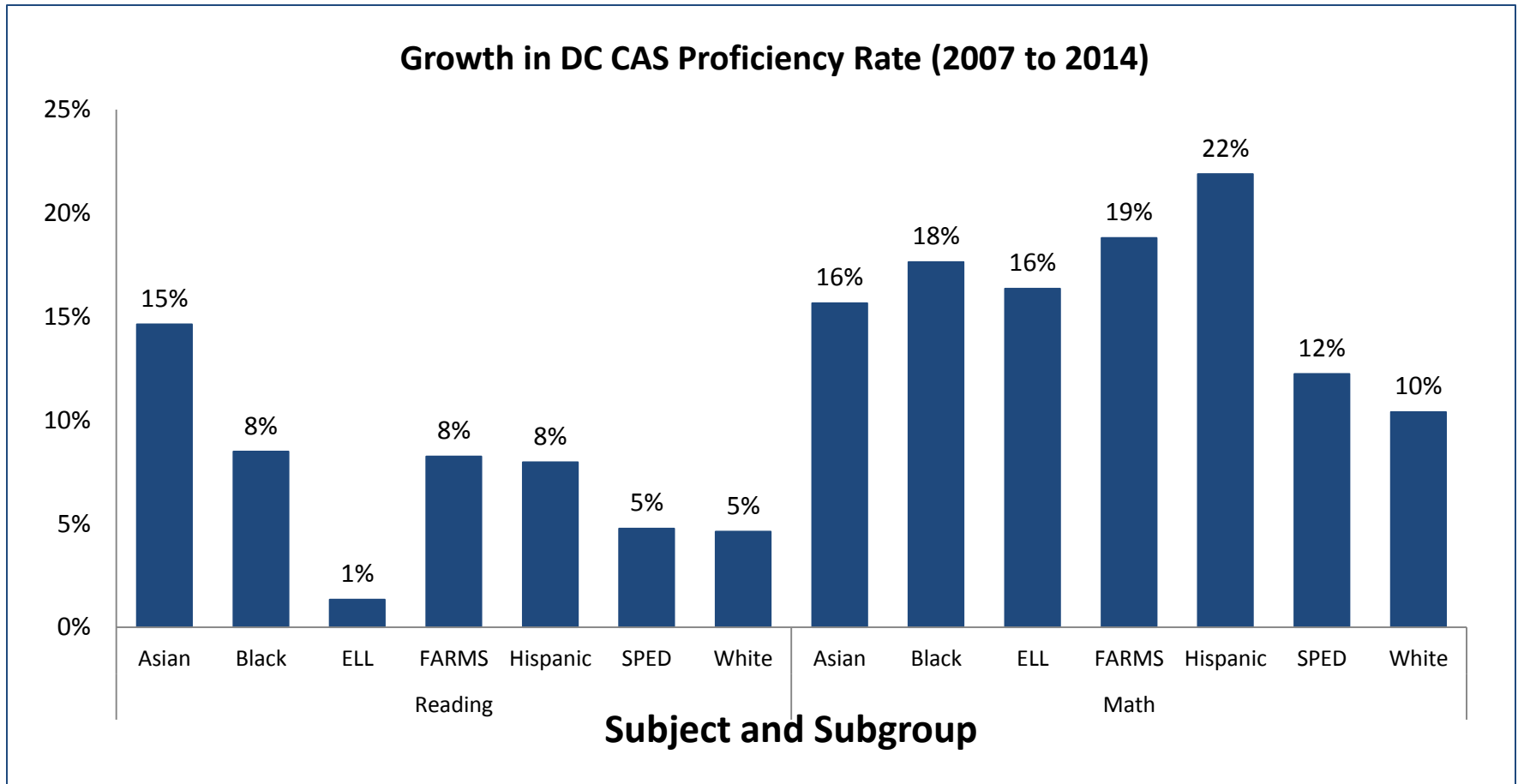


Goal 5 - DCPS will increase its enrollment.

...And We Have Made Tremendous Progress Since 2007

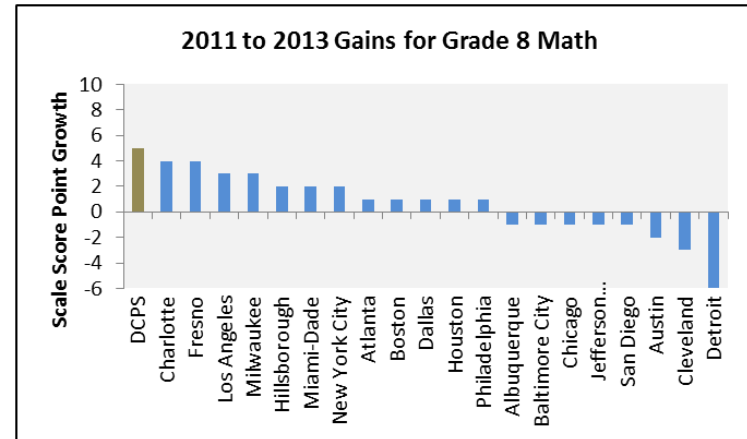
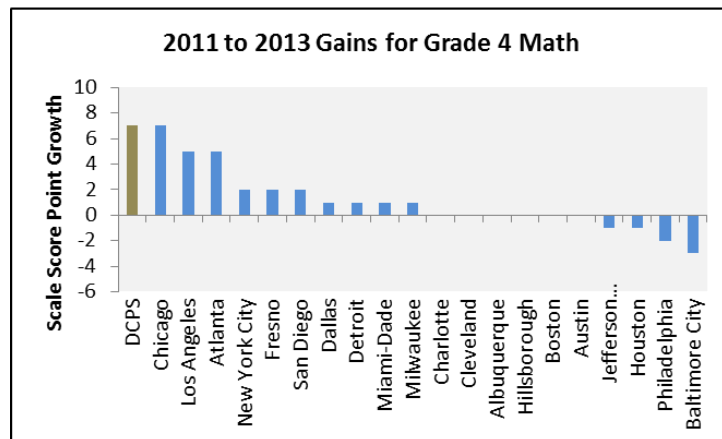
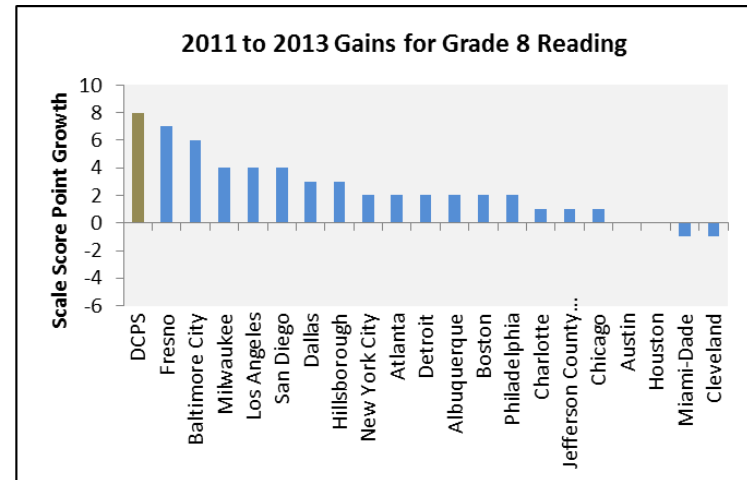
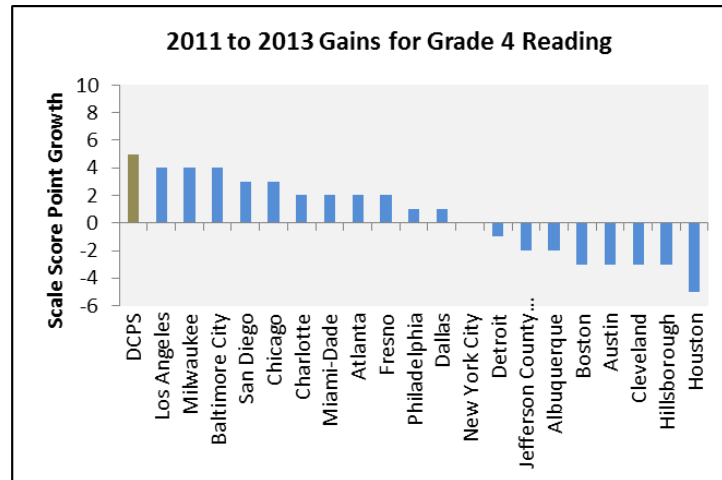


In fact, Every Subgroup Has Improved on the DC CAS



*American Indian/Alaska Native and Native Hawaiian/Pacific Islander subgroups excluded because less than 25 students.

By National Standards, DCPS' Growth Outpaced All Other Tested Urban School Districts on the NAEP



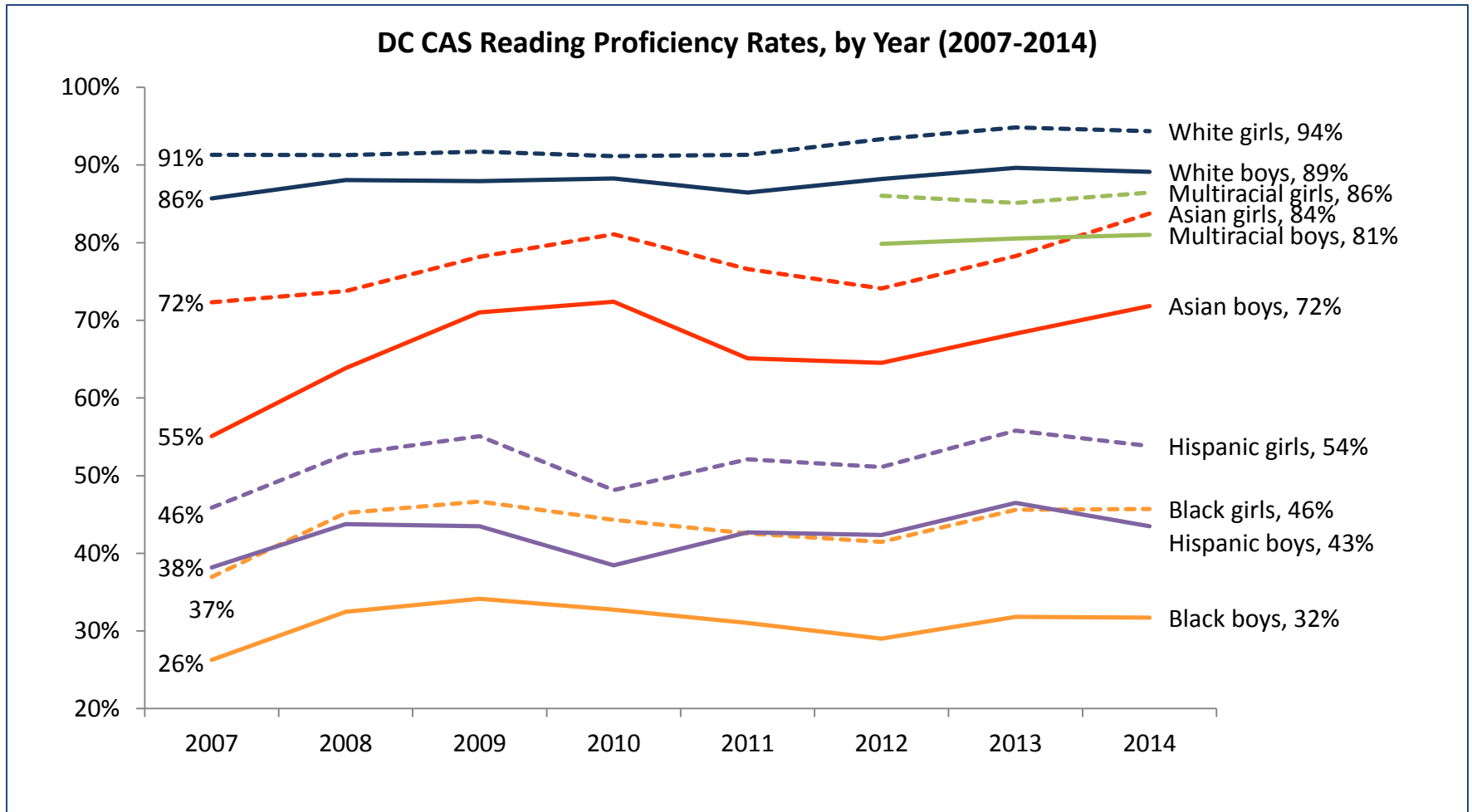
Source: 2013 NAEP Trial Urban District Assessment (TUDA) results for tested urban school districts.

But these Gains Are Not Enough

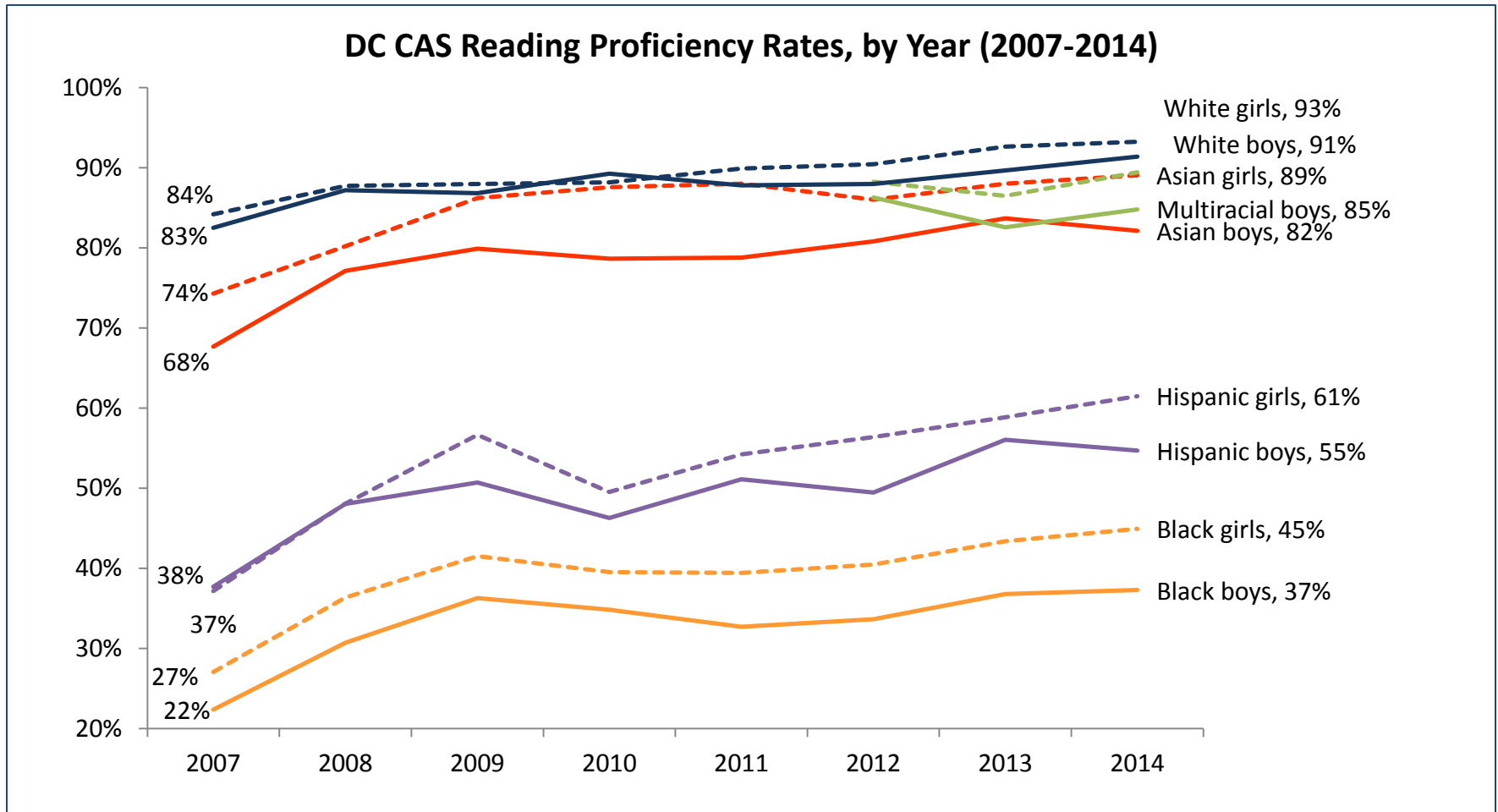
Our Purpose is to ensure that every DCPS school provides a world class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life.



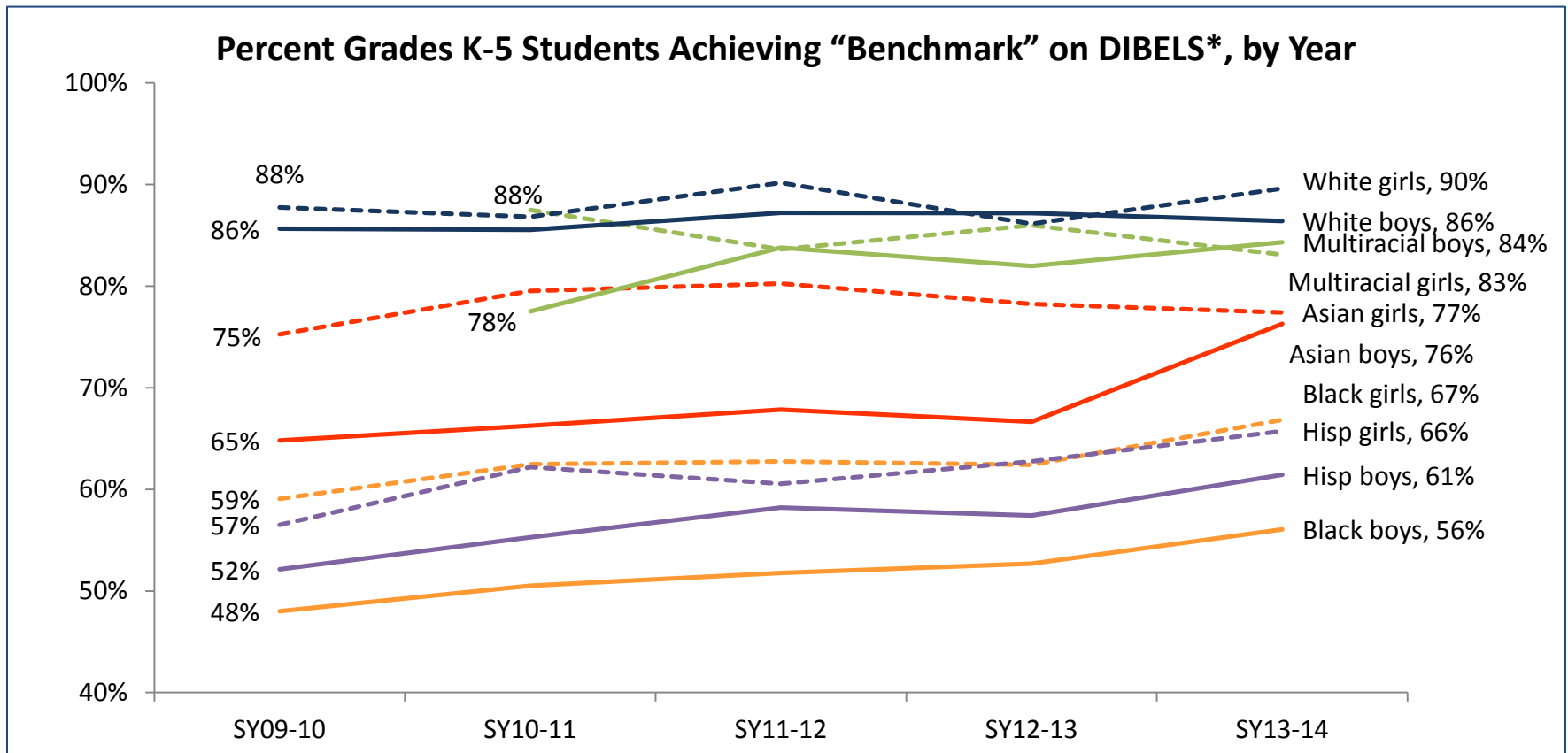
In Reading, Black and Hispanic Students have the Lowest Proficiency Rates and Gap is Not Closing



...And the Same is True for Math

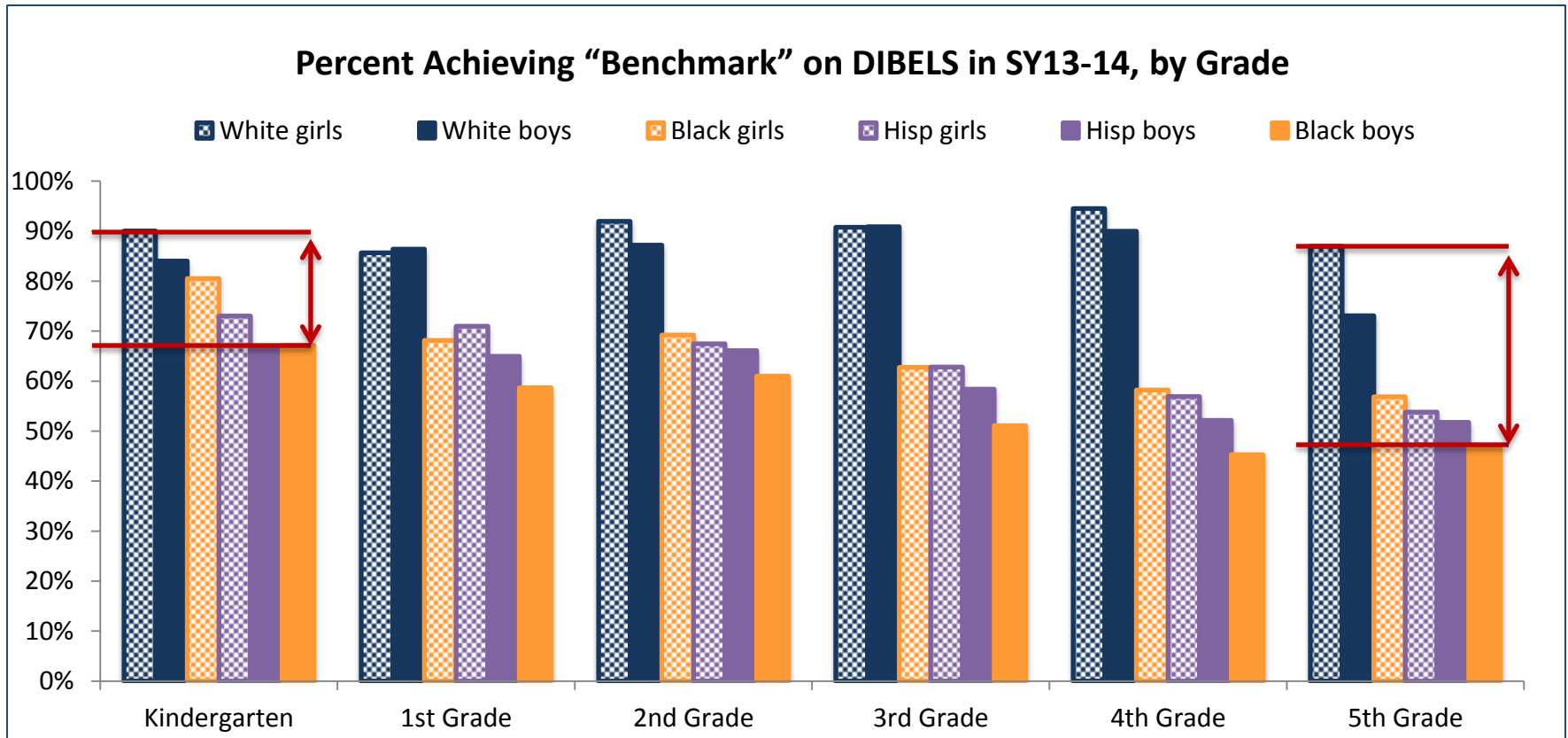


In Early Literacy Skills, Despite a Narrowing of the Gap, Black and Hispanic Boys Still Farthest Behind



***DIBELS measures the acquisition of early reading skills. Achieving “Benchmark” indicates a student has acquired the adequate reading skills for a grade level.**

And the Gap Not Only Begins Early, it Widens from K to 5

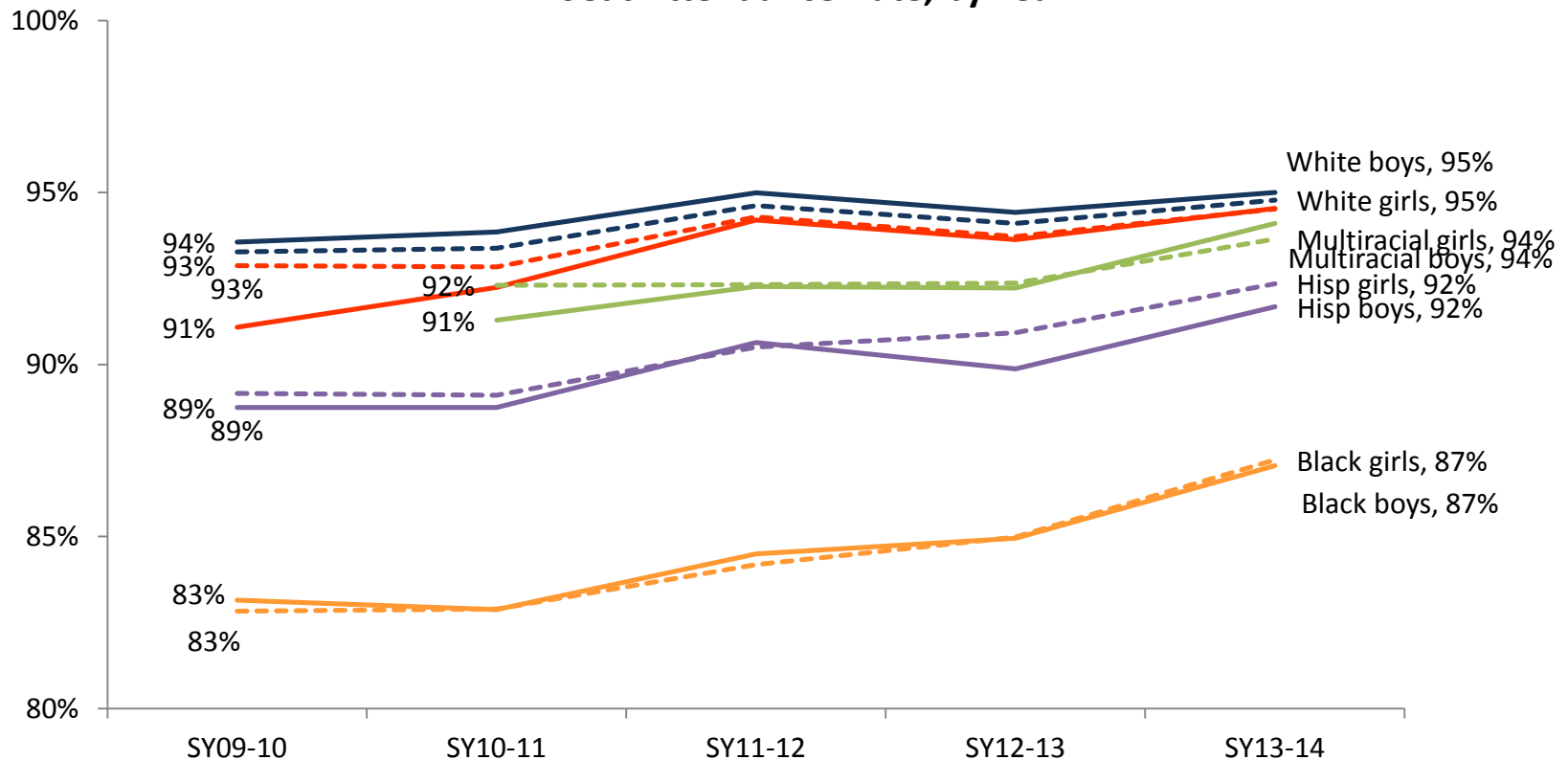


DIBELS measures the acquisition of early reading skills. “Benchmark” status indicates a student has acquired the adequate reading skills for a grade level.

Black Students' Attendance, on Average, is Lowest

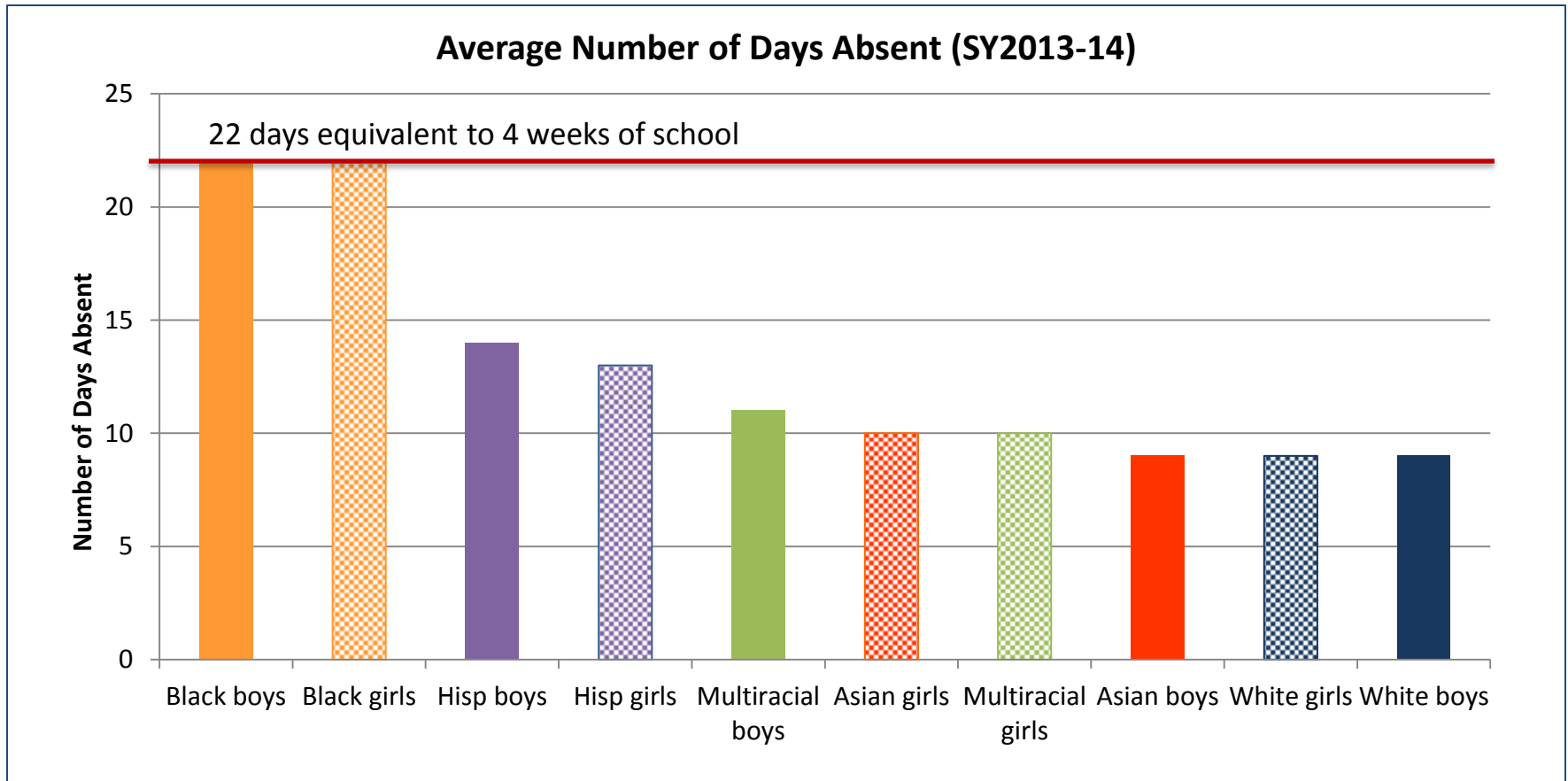
Black students' average ISA of 87% is equivalent to missing 23 days of school.

In-Seat Attendance Rate, by Year



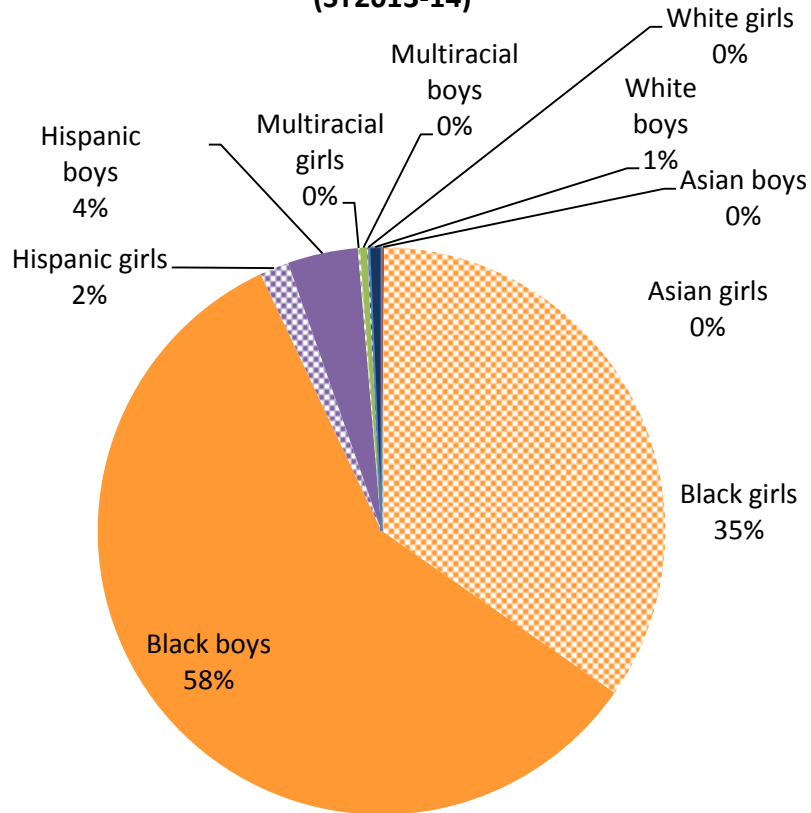
Black Students Miss 3 Weeks More than Other Student Groups

Black students, on average, miss 22 days of school – equivalent to over 4 weeks

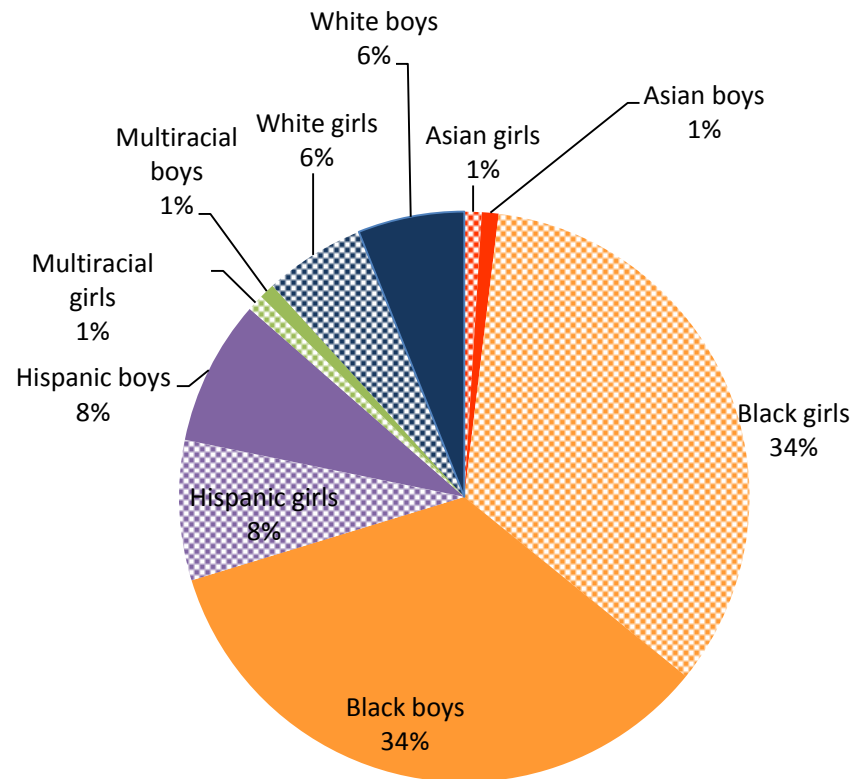


Most Suspended Students are Black Males

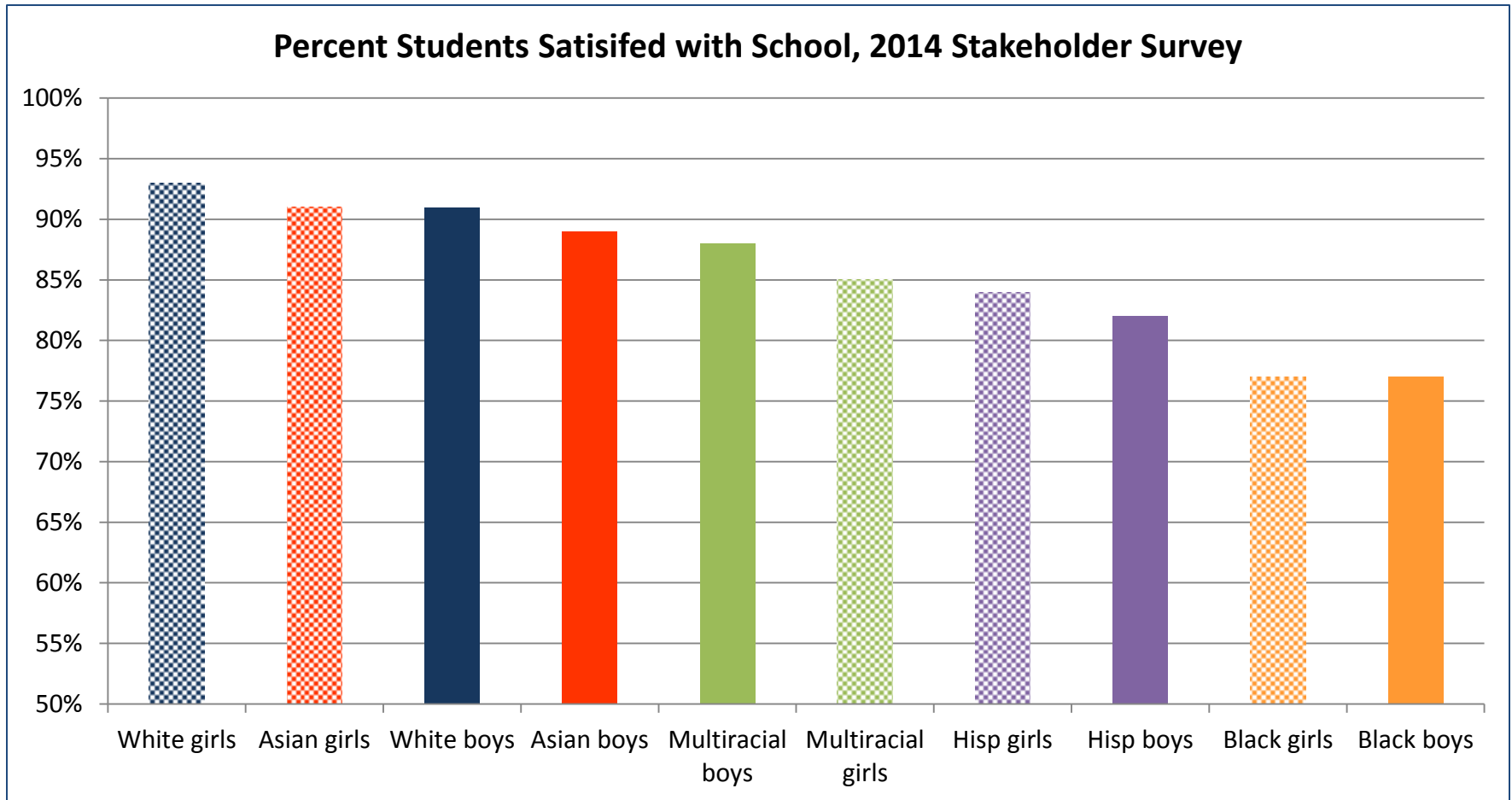
% Suspended Students by Race and Gender (SY2013-14)



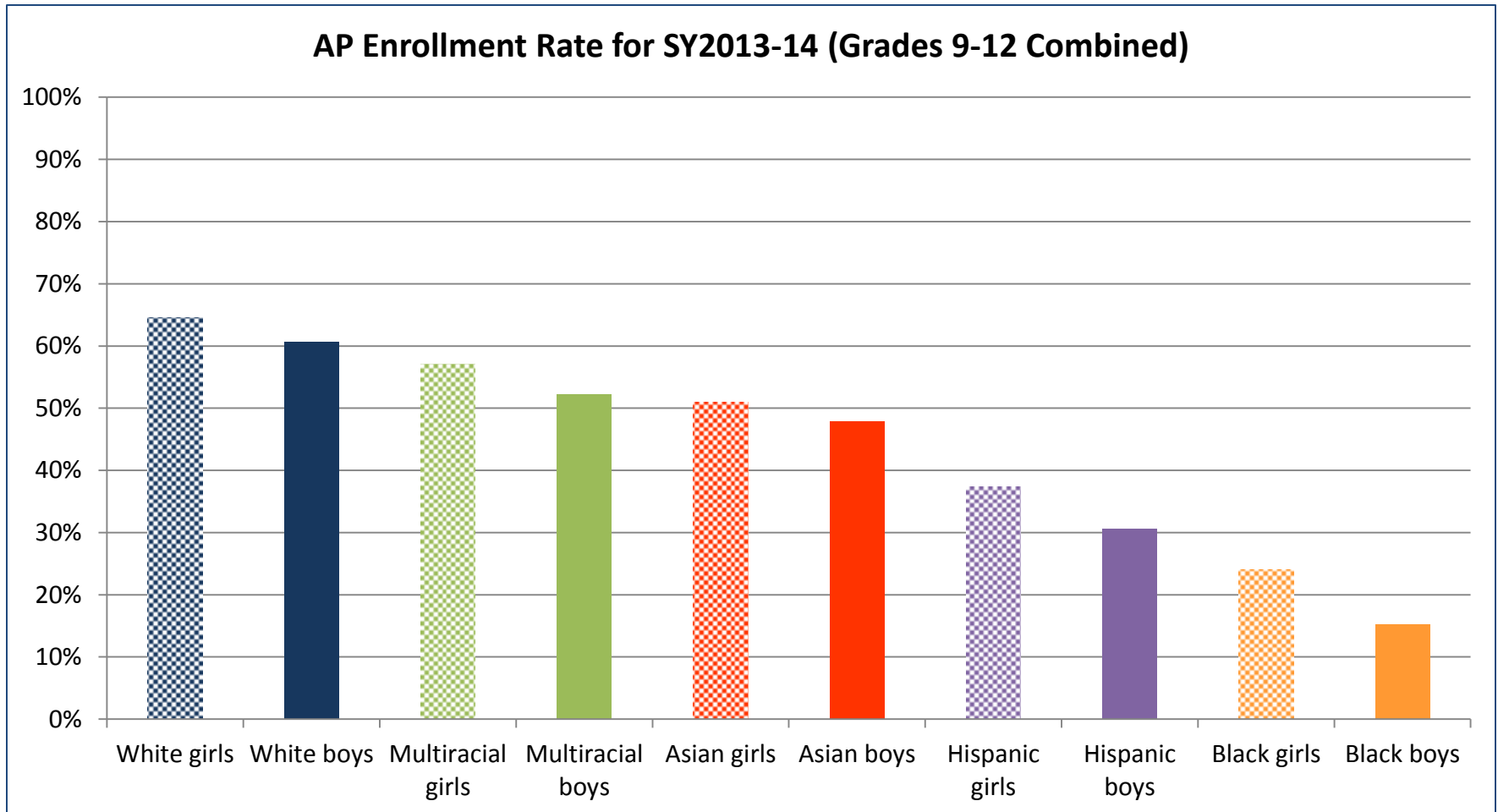
% Total DCPS Population by Race and Gender (SY2013-14)



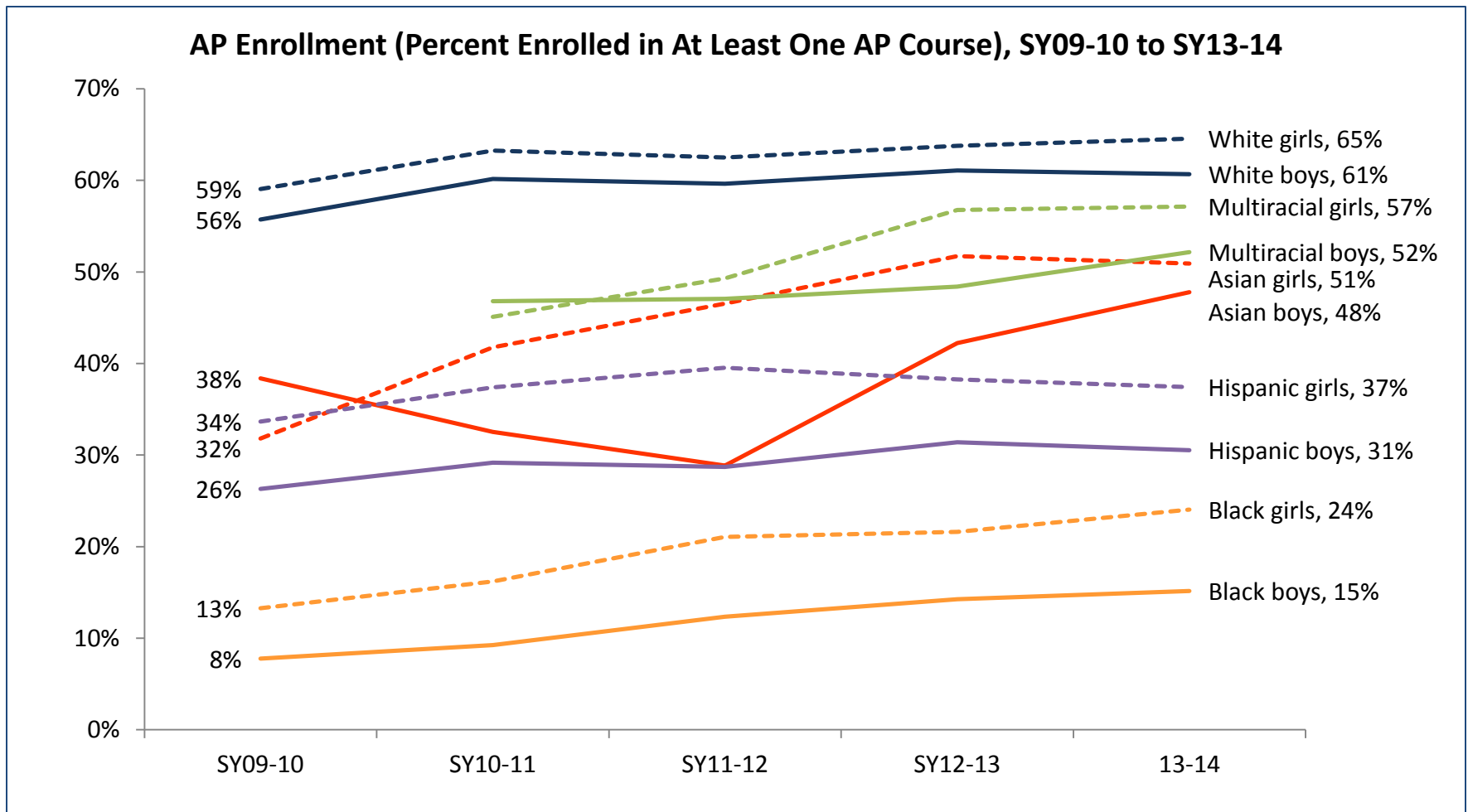
Black Students Least Satisfied with School



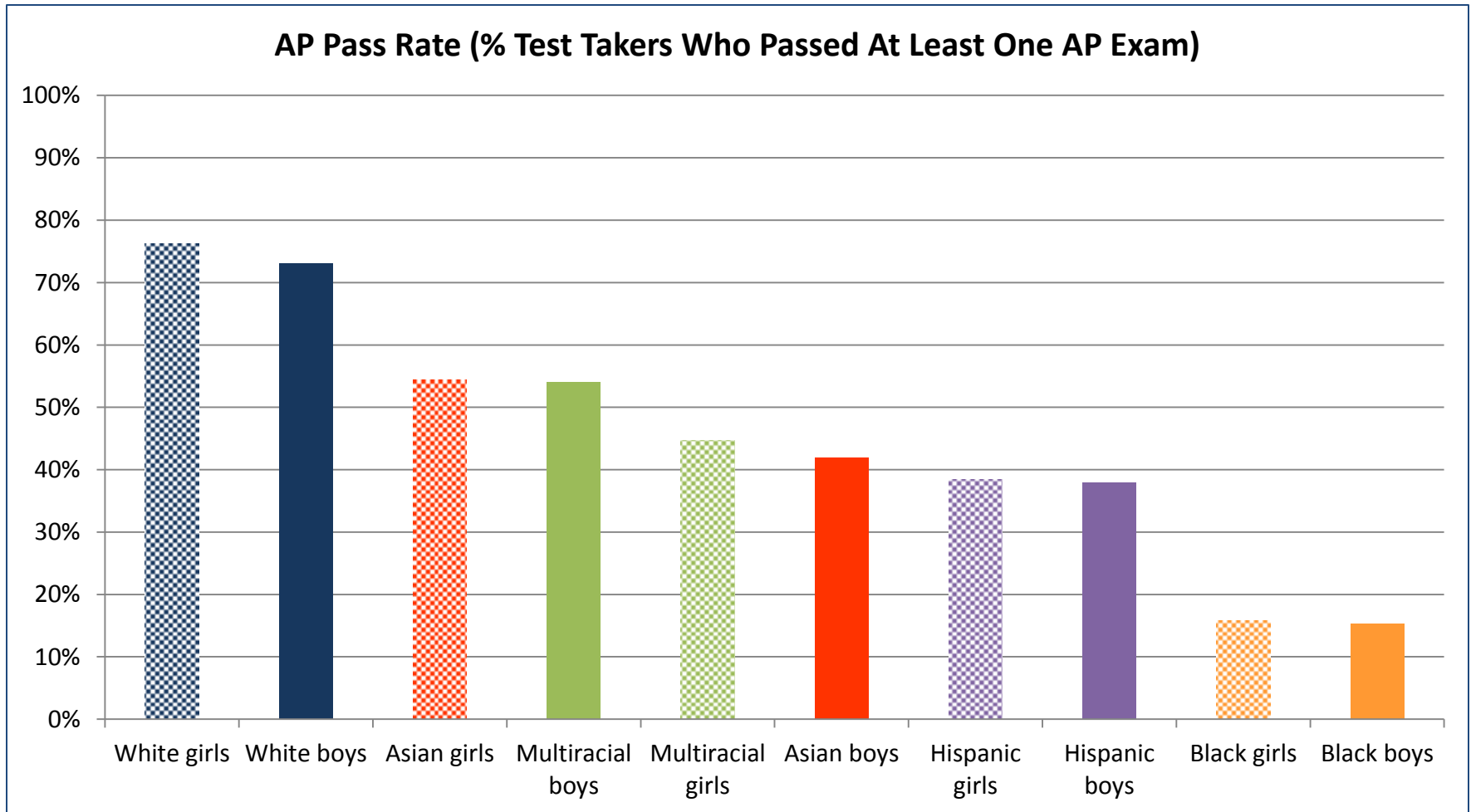
Fewer Black Males Taking Rigorous AP Courses



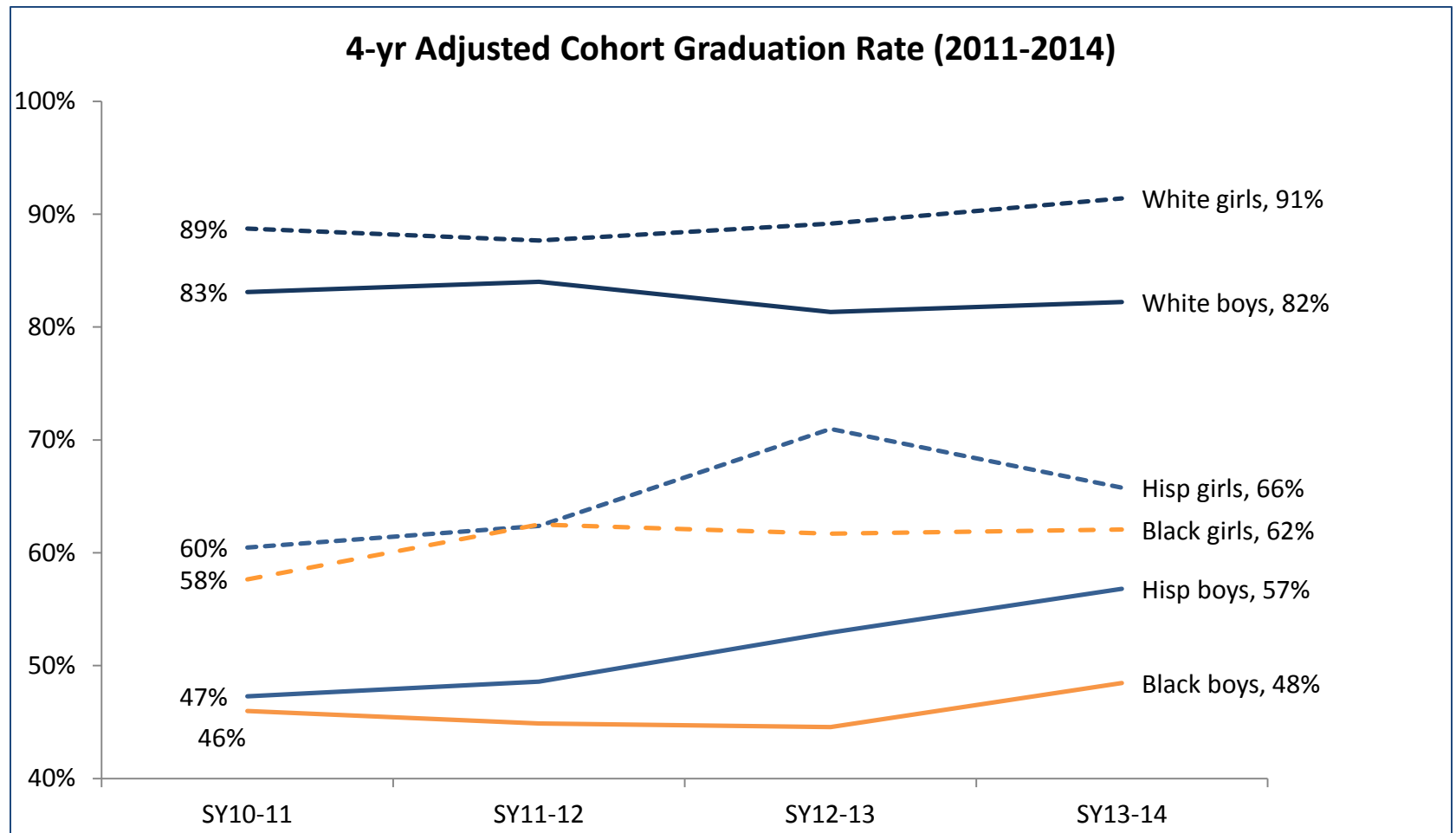
Over Time, More Students Enrolling in AP Courses But Black Students Still Farthest Behind



Black Students Also Have Lowest AP Pass Rate



While the Gap is Narrowing, Black and Hispanic Males Graduate High School at the Lowest Rates



*Asian and Multiracial students excluded because cohort sizes are less than 25 students in some years.